



Reception Medium Term Plan

Autumn 1 – Settling: Me and My New School / Autumn

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Events / Info	Home visits / Stay & Plays / Autumn – Autumn Walk / Harvest						
Focus Book	The Colour Monster goes to school The Good Little Wolf The Leaf Thief It was a cold dark night						
Communication and Language	To be able to listen to stories and follow instructions To respond to conversations that are going on around them To answer questions about a storybook they have just read. To sequence a familiar story						
PSED <i>Jigsaw - Being me in my World</i>	To make strong relationships with their teacher and Teaching assistants To come into class happily and follow the morning routines To select and use activities and resources they are interested in To eat a balanced lunch and are willing to try new foods To increasingly follow rules, understanding why they are important. To have appropriate ways of being assertive						
	PSHE Scheme: Jigsaw - Being me in my World						
	Who... Me?!	How am I feeling today?	Being in Reception	Gentle hands	Our Rights (Class Charter)	Our responsibilities	
	To understand how	To start to	To enjoy working	To understand why	To start to	To learn what being	

	it feels to belong and that we are similar and different	recognise and manage our feelings	with others to make school a good place to be	it is good to be kind and use gentle hands	understand children's rights and this means we should all be allowed to learn and play	responsible means	
Physical Development	To climb up/down/under apparatus with balance and control						
	To use one-handed tools and equipment e.g. making snips in paper with scissors. To use a comfortable grip with good control when holding pens and pencils						
PE	At the circus To develop balancing.	On safari To develop running and stopping.	Under the sea To develop changing direction	Space explorers To develop jumping.	At the farm To develop hopping.	Into the woods To explore different ways to travel using equipment.	
Literacy	To begin to write the letters in their name. To know print has meaning To join in with familiar nursery rhymes and songs To have a range of stories they enjoy and can talk about. To think about what might happen next, where the story is set and use the pictures as clues about the story. To answer simple questions. To retell and sequence familiar stories using some of the key vocabulary.						
Maths <i>White Rose Hub</i>	To know that the last number reached when counting a set tells you how many there are in totally (cardinal principle) To recognise small quantities without having to count them (subunitising). To compare quantities using language: more than, fewer than and the same. To continue and make up their own AB pattern. To use the language of position and direction: position: 'in' To recognise the specific attributes such as long, tall, big and heavy.						
	<i>Baseline</i>	Baseline	Baseline	Match, Sort & Compare Match objects • Match pictures and objects • Identify a set • Sort objects to a type	Match, Sort & Compare Explore sorting techniques • Create sorting rules • Compare amounts	measure & patterns Compare size • Compare mass • Compare capacity	measure & patterns Explore simple patterns • Copy and continue simple patterns • Create simple patterns

Understanding the World

Computing

To know what to do if they see something that upsets them when using technology
To know that Tapestry is a method of communication, and is used to upload learning/experiences between home and school.
To access and use simple activities using touch technology with increasing control

The Natural World (Science/Geography)

To plant some bulbs or pansies and know what to do to help look after them.
To talk about what they see around them when they are exploring their environment
To notice the change between summer to Autumn especially on trees and how the weather feels.
To make pictures to represent the current season.

Past and Present (History)

To know we were in Nursery but now we are in Reception
To talk about their previous experiences
To relate what they are doing now to something they have done before

People Culture and Communities (R.E.)

To say who is in their immediate family and have a developing understanding of their extended family.
To begin to understand that each family is unique.

Special people

To know we all have special people in our lives, our families, friends, and some may believe in special religious people unique to their families religious beliefs

Expressive Art and Design (Art and Design Music)

To begin to understand that artwork is representative of themselves and are starting to acquire a sense of ownership for creative pieces.
To use tools with developing skill
To begin to build a repertoire of songs and dances.
To believe play largely based on their own experiences
To begin to act out feelings.
To retell familiar stories with or without props